Long Range Interpretive Plan

Edgar Allan Poe National Historic Site

December 2003

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Part 1
Background

Introduction

Comprehensive Interpretive Planning in the National Park Service

In 1995, the National Park Service adopted a unified planning approach for interpretation and education. This approach took proven elements of interpretive planning and combined them. At the same time, responsibility for interpretive planning shifted to the parks. The Comprehensive Interpretive Planning (CIP) process became the basic planning component for interpretation and was incorporated into park service guidelines (see Director's Order 6).

What is a Comprehensive Interpretive Plan?

The CIP is a tool designed to help parks make choices, and is written to provide guidance to park staff. It helps them decide what their objectives are, who their audiences are, and what mix of interpretive media and personal services to use. Although the CIP as defined in DO 6 is composed of specific elements, it should be clearly stated that any good planning is customized to meet the individual park's needs, conditions, and situations. The CIP is not a recipe; rather it is a guideline for efficient, effective, goal-driven planning. The product is not the plan, but an interpretive program that achieves management goals, provides appropriate services for visitors, and promotes visitor experiences. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future.

Responsibility for procuring interpretive planning rests with park superintendents and each park should update the CIP as frequently as circumstances require. It can and should evolve to address new challenges and maintain relevance to park management efforts.

What is a Long Range Interpretive Plan?

The heart of the CIP is the Long Range Interpretive Plan (LRIP). Almost everything else is tied to it. The LRIP defines the overall vision and long term (5-7 years) interpretive goals of the park. The process that defines the LRIP encourages development of targeted, realistic strategies and actions that work toward achievement of the LRIP's goals.

A facilitator works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and desired experiences. Within the context of Government Performance and Results

Act (GPRA) requirements, it lists results-oriented strategic goals and poses management issues that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an Action Plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

When appropriate, Appendices provide more detailed discussions of specific topics.

The Annual Implementation Plan and Interpretive Database

The completed LRIP is a critical part of the CIP, but it does not stand alone.

Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating annual plans via this "stepping-down" of the LRIP simplifies much of a park's annual planning process.

The third component of the CIP is the Interpretive Database (ID), a compilation of information, including interpretive media inventories, the park's strategic plan, enabling legislation, visitor surveys, interpretive reports, and a bibliography.

Park Purpose & Significance

Park Purpose

The legislation that created the Edgar Allan Poe National Historic Site in 1978, Public Law 95-625, offers few insights into congressional aspirations for the park. In addition to specifying the land and buildings included within the site's boundaries, it cites the "literary importance attained by Edgar Allan Poe" as the single rationale for adding the unit to the National Park System.

Workshop participants agreed that, as the legislation implies, the park's purpose includes the preservation and protection of structures (530 and 532 North Seventh Street plus the house at the rear where Poe actually lived) as well as interpretation of Poe's literary contributions. They also felt that Poe's sojourn in Philadelphia provided context (the literary, social, and political worlds of Poe's era, as well as his home life with his wife and mother-in-law) and required interpretation.

Park Significance

Significance statements explain why a park and its resources are important. They place each National Park Service unit into context.

The Edgar Allan Poe National Historic Site is <u>nationally</u> significant because it...

- o Provides a tangible connection to Poe's expansive literary legacy. Poe enriched the literary world in a variety of ways.

    A Virginian, Poe brought a different perspective to American literature then dominated by northern authors.

    An accomplished poet, literary critic, and magazine editor, Poe mastered the short story, carefully choosing words and images that stir deep emotion. The themes he addressed personally touched and intrigued his readers. He purposefully wrote to produce a single effect that would have an immediate impact on his readers.

    Poe invented a new genre of literature—the detective story.

    Poe's genius is recognized and his influence felt around the world; He is credited with inspiring authors, Baudelaire and Mallarme in particular, who revitalized French Literature.

    Served as Poe's home during the height of his literary powers and sheds light on the relationship between creative genius and

personal life. During his stay in Philadelphia, Poe produced some of his greatest works.

Poe lived at the site, the only surviving Poe residence in Philadelphia, with his mother-in-law and ailing wife. The impact of their lives, as well as his own biography, raises questions about the origin of creative ideas and literary themes.

Poe's residence in Philadelphia, one of the literary and publishing capitals of 19th century America, was no accident. He chose to live in Philadelphia hoping to influence his career and enhance his success.

The Edgar Allan Poe National Historic Site has <u>local</u> significance because it...

- o Represents the preservation efforts of private citizens, early pioneers in countless campaigns to save America's historic structures.

  Richard Gimbel, a Poe scholar and collector, purchased the Poe House and maintained the site through a foundation. After Gimbel's death, the city, via the Free Library, administered the house until creation of the national historic site.

Interpretation in Planning Documents

Several existing planning documents include recommendations for the development of interpretive programming. It is useful to include summaries of those ideas for reference.

Interim Interpretive Plan (1980)

An Interim Interpretive Plan, prepared by staff assigned to Independence National Historical Park with assistance from Harpers Ferry Center, provided initial direction for the site's interpretive program. Current conditions, reflect the recommendations of that plan as they have evolved over two decades.

o   Exhibits in 532 North Seventh Street introduce visitors to Poe's literary world, his literary accomplishments, and his personal life.

o   An audio visual program presents an interpretive chronology of Poe's life.

o   A tour of the unfurnished Poe house presents the whole man by establishing connections between Poe's life and his literature, between the house and Poe's biography.

o   In a reading room furnished to reflect the ideas featured in Poe's essay, "The Philosophy of Furniture," visitors can spend time exploring Poe's literature.

o   Publications include a park brochure in English and one multi-language brochure (Spanish, French, German, and Japanese), plus several "site bulletins" on specialized topics.

o   A small sales area provides visitors with an opportunity to purchase items by and about Poe and 19th century literature.

o   Park programming includes a curriculum-base education program, a Junior Ranger program, neighborhood homework and reading clubs, a discovery trunk, a one act play entitled "Remembering Poe," a distance learning program with the School District of Philadelphia, and several annual special events.

o   The park has a website.

Government Performance & Results Act (1993)

The Government Performance and Results Act (GPRA) requires federal agencies to establish standards for measuring performance and effectiveness. The law

requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures.

The following mission goals were prepared as part of a process required by GPRA. Annual plans prepared by the park will establish future benchmarks for visitor satisfaction, visitor understanding, and partner participation and should be consulted during the annual review of this LRIP.

- o Mission Goal IIa: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

- o Mission Goal IIb: Visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

"The Road Ahead: A Strategy for Achieving Excellence in Interpretation & Education" (1997)

Released by the Northeast Region of the National Park Service, "The Road Ahead" identified six goals designed to improve the quality of both interpretive and educational programming. The park's Comprehensive Interpretive Plan will support and implement these goals.

- o Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.

- o Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and lifelong learners recognize and use parks to enhance learning.

- o Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality educational "park experience" during their elementary and high school years.

- o Develop America's Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

- o Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.

- o Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Accessibility

NPS policy mandates that interpretive programming be developed in accordance with Director's Order 42 and the programmatic accessibility guidelines included in Appendix 1.

Themes

What are Interpretive Themes?

Interpretive themes capture the essence of the park's significance. They are a park's most important stories and represent core messages that every audience should have the opportunity to hear.

While interpretation of any park could touch upon many stories, focused themes increase effectiveness. When well conceived, they explore the meanings behind the facts. They open minds to new ideas and perhaps to multiple points of view. When linked to commonly held emotions or universal human experiences, themes encourage audiences to see themselves in a park's story and discover personal relevance.

Themes

Topic 1: Human Creativity

Primary Theme Statement

Poe's life is a case study in the expression of and society's reaction to creative genius.

Content:

At many parks there is a story that is so fundamental that all other interpretive messages rest upon it, so compelling that it transcends all others.

In the case of Edgar Allan Poe, that story is human creativity. Nearly 200 years after Poe's birth, we still ask how he could write the way he did? What accounted for his literary genius? Why do his works still inspire such fascination?

When asked about Poe, those questions point to a more fundamental line of inquiry. How is creative genius received by the world at large? Society simultaneously embraced and rejected Poe's writings. Some felt his works too dark and morbid, his criticism too brutual. Others regarded his criticism as a much-needed wake-up call from the old system of puffery and regarded his stories as startlingly original and stimulating. Why does society sometimes have difficulty recognizing and embracing creativity?

This overarching story can be dissected into three additional themes essential to understanding the significance of the park's resources.

Topic 2: Poe's Body of Work

Primary Theme Statement:

Poe demonstrated the breadth of his creative genius by mastering and even pioneering a variety of literary forms.

Content:

This theme focuses on quality and variety. Poe not only wrote poetry, literary criticism, and horror stories, but he also pioneered and popularized science fiction and detective stories.

He expressed his literary genius through the power of carefully chosen words that elicit intense emotional response. He possessed an ability to have an impact on his readers on an intellectual as well as a visceral level. He chose and explored themes that had universal resonance. And he achieved his best when he wrote economically, for poems and short stories rather than novels or expansive narrative.

Topic 3: Poe's Continuing Literary Influence

Primary Theme Statement:

Poe's influence on literary expression as well as popular culture began during his lifetime and continues today.

Content:

This theme focuses on the impact that Poe has had on a variety of literary genres and on authors who have worked in those genres. His influence is longstanding and widespread, not confined to the U.S. Both Poe's literature and his life have entered popular culture where they continue to inspire art, music, and film.

Topic 4: Poe's Life and Times

Primary Theme Statement:

Poe's personal life as well as the literary world in which he made his living had an impact on his creative expression.

Content:

This theme focuses on what influenced Poe and on the life choices he made. It opens the door to interpretation of Poe's biography and his personal life with his wife and mother-in-law, how he and his family lived, and the impact of his

decision to pursue his literary work to the exclusion of other, perhaps more lucrative, ways of making a living. This is the theme that explores the myths and realities of Poe's life.

But it also places family life into context. Poe made his way in the literary world of his times. That world affected where he lived. It had an impact on what he could sell or do to make a living. It produced friends and foes. It built or destroyed reputations.

Experiences

In addition to the themes that the park hopes to communicate, it is important to think about the nature of the park's interaction with targeted audiences. What will the initial contact with the park be like? How will audiences be oriented? What activities and programs can the park provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What will create positive memories and nurture stewardship and support?

General Atmosphere

Based on responses during the planning workshops, interpretive programming will be most effective when it contributes to an on-site atmosphere of...

- o   Mystery, discovery, and unhurried inquiry.

- o   Fear or uneasiness in a safe setting.

- o   Creative tension.

- o   Delight in the power of well-chosen words.

The interpretive techniques employed also should...

- o   Offer choice. Primary themes should be presented via a variety of media.

- o   Encourage interactivity and dialogue.

Orientation & Wayfinding

Based on responses during the planning workshops, interpretive programming will be most effective in helping audiences with orientation and wayfinding when it provides opportunities for audiences to...

- o   Find the site without confusion.

- o   Feel comfortable visiting the site, parking, etc.

- o   Find other sites with similar themes or stories.

Theme Reinforcement

Based on responses during the planning workshops, interpretive programming will be most effective in reinforcing the park's primary themes when it provides opportunities for audiences to...

- o Read, hear, or recite Poe's writing.

- o Make personal connections with Poe themes.

- o Make tangible connections between Poe and the house, to explore ways that Poe's personal life in the house might have affected his creative expression and might be reflected in his writing.

- o Make a physical connection between Poe's literature and some tangible representation—facsimilies of first edition books or scenes from Poe stories (the cellar staircase or false chimney, for example).

- o See physical evidence of the house's history and use over time.

- o Place Poe's life in the house into context, to connect Poe's personal life to the neighborhood and to U.S. and literary history.

- o Place the myths about Poe into factual context.

- o See or hear examples of Poe's influence on others, including the impact that he has had on popular culture.

Thought, Reflection, Inspiration, & Stewardship

Based on responses during the planning workshops, interpretive programming will be most effective in encouraging reflection and fostering inspiration and stewardship when it provides opportunities for audiences to...

- o Linger and reflect in a quiet area.

- o Express their own creativity.

- o Take home an appropriate memento from the site.

Audiences

Existing Audiences

Annual visitation averages 16,000 and can be divided into three basic groups (1/3 students/families/individuals). Because of Poe's worldwide popularity, the site has significant foriegn visitation. A majority of visitors to this site already have some knowledge of Poe's life and work.

5 Year Focus

The intended audiences for interpretive programming can have an important impact on the interpretive programs and techniques recommended in this plan.

In order to focus valuable resources of staffing and budget, workshop participants discussed both existing and potential audiences and suggested that the following groups should receive priority over the next 5 years.

- o Neighbors and schools in the immediate community (Spring Garden and Northern Liberties).

- o Residents in the Philadelphia metropolitan area.

- o Writer's organizations and the cultural community.

- o Philadelphia public schools, primarily middle school and higher.

- o Multi-lingual audiences, primarily French, Spanish, and Japanese.

- o Virtual audiences who use the Internet.

- o Teachers nationwide.

Several other groups were considered important and some level of communication will be appropriate for the following on an as needed basis.

- o Friends of Poe, existing supporters.

- o Civic groups and organizations.

- o Families.

- o People with disabilites.

- o Reading or book discussion groups.

Issues

The park has many assets upon which it can build an effective interpretive program including an evocative sense of place, compelling story, and professional qualified staff.

However, like any park it faces challenges as well. In addition to the focused content, the identified targeted audiences, and the delivery of certain types of audience experiences that are addressed elsewhere in Part 1, workshop participants identified the following issues that should be addressed by interpretive programming.

Identity & Expectations

- The site is not well known. Even many Philadelphians don't know where it is located.

- Many don't understand what the site has to offer. They don't expect an "empty" house. They may be uncertain or uncomfortable with the site's location, how to get there, where to park, whether it is safe, etc.

- Poe's residence is only part of the site and on-site visitors can become confused.

- The current condition of the house raises questions about the quality of care and attention the building receives.

- The door to the house is locked for security and because staff often are with visitors in another part of the building.

Neighborhood

- The neighborhood is becoming more racially and economically diverse and housing is becoming more expensive.

- The site continues to need to build relationships with its residential neighbors.

Space

- The residential nature of site buildings means that available spaces are limited. There are limits to the size of guided groups. There is no group meeting space on site during normal operating hours. Convenient off-street parking in not always available.

Interpretive Media

o Existing exhibits are over 20 years old and beginning to show their age. There are questions about how well they reflect current themes and provide desired experiences.

o The park's basic folder also is aging and needs review. Supplementary publications have evolved over the years and need a comprehensive review.

Bicentennial

o 2009 marks the 200th anniversary of Poe's birth.

Staffing

o The site is closed two days a week for seven months or more (based on annual budgets). As noted above, staff often are with visitors requiring the entry door to be locked.

o Emergency response time for NPS law enforcement rangers is affected by the "remoteness" of the site.

Accessibility

• The residential nature of the park's structures poses physical and programmatic accessibility challenges (refer to Director's Order 42 and the Harpers Ferry Center programmatic accessibilities guidelines in Appendix 1).

Part 2
Actions

Interpretive Program Description

Organization

After reviewing the contents of Part 1, park staff identified the following areas of focus for the next 5-7 years. These are important areas that have not been adequately addressed in the past.

The Highest Priority: Identity, Orientation, & Wayfinding

The most important goal for interpretive programming over the next 5-7 years is to heighten the identity of the site and improve orientation and wayfinding. Currently, the site is not well known. Even many Philadelphians don't know where it is located or what it has to offer. Visitors need to be able to find the site without confusion and feel comfortable visiting and parking.

Since Poe's residence is only part of the site, on-site visitors can become confused. They often don't expect an "empty" house, and the current condition of the house raises questions about the quality of care and attention the building receives.

Themes

Two of the site's themes would benefit from additional interpretive attention.

> Topic 1: Human Creativity
> *Poe's life is a case study in the expression of and society's reaction to creativegenius.*

> Topic 3: Poe's Continuing Literary Influence
> *Poe's influence on literary expression as well as popular culture began during his lifetime and continues today.*

Experiences

The on-site atmosphere of mystery, discovery, and unhurried inquiry could play a critical role in reinforcing the site's themes. Over the next 5-7 years, interpretive programming should encourage interactivity and dialogue. Audiences should have opportunities to read, hear, or recite Poe's writing. And they should see or hear examples of Poe's influence on others, including the impact that he has had on popular culture.

<u>Issues</u>

The park has received funding to develop a plan for how to treat the interior spaces of the original Poe House, including the possible repair of wall surfaces and architectural features. This project may alter the appearance of the house and needs to be coordinated with an exhibit plan for the entire site including the museum and theatre spaces..

The site continues to need to build relationships with its residential neighbors.

<u>Audiences</u>

Special effort will be made to communicate with several targeted audiences:

Residents in the Philadelphia metropolitan area.

Writer's organizations and the cultural community.

Philadelphia public schools, primarily middle school and higher.

Virtual audiences who use the Internet.

Friends of Poe, existing supporters.

1. Actions to Address Identity, Orientation, and Wayfinding

In order to heighten the site's identity and help with orientation and wayfinding, park staff will...

- Prepare and distribute an annual calendar of events.

- Explore regular or special transit routes to the site.

- Increase "advertising" through thematically related sites.

- Take the next steps in organizing a "Friends" group and use the group to expand the site's cadre of supporters.

- Develop and market a thematic tour of sites related to literary Philadelphia.

- Create interpretive media that link the Poe House to literary sites in the historic district. Include diverse sites that will appeal to varied audiences. Use these tours to establish the context of Poe's sojourn in Philadelphia.

Experiment with walking tours, self-guided tour brochures, or a virtual tour on the Internet. Include a reading list that complements the content. Following the experiments, develop a strategy to publicize the program.

- Maintain hotel and tourism staff, including employees of Eastern National, with information about the site. Offer "fam" tours.

- Develop a "rack" card and distribute to tourism outlets.

- Sustain existing ties to neighborhood groups in Northern Liberties and Old City and expand to include others.

- Approach the organizers of Philadelphia Open House and discuss adding a Poe program.

- Initiate dialogue with librarians and booksellers and discuss some sort of satellite program.

2. Actions to Address Targeted Themes & Experiences

The targeted themes are challenging to address. However, over the next 5-7 years, park staff will...

- Define objectives for and request an official "unigrid" brochure.

- Initiate the process that will produce an exhibit plan for the site. While aging exhibits and AV, intended to be temporary when the site opened, will be the primary focus of this planning effort, it clearly must complement, and may offer rationale for adjusting, interpretation inside the Poe House itself. When this exhibit plan is begun, it should be viewed as an opportunity to explore new ways to address the themes and experiences, particularly those related to creativity, included in this LRIP. It also should suggest new ways to present book sales and visitor orientation.

  Many of the other action items that follow will serve to test ideas that might be implements by a new exhibit plan.

- Explore the addition of audio options to the house tour. For example, guides might offer visitors taped readings of Poe's work. They might play passages that illustrate a particular point about Poe's use of language.

- Consider ways to use an audiovisual program to introduce a discussion of human creativity. Begin by preparing objectives. Talk to other sites that address similar topics, including other NPS sites with an arts focus.

  Staff might experiment with existing programs like "Why Man Creates," an Academy Award winning short film. Or they might create a Power Point program that focuses more on Poe as a case study and uses his body of work to illustrate the creative process or creative expression.

  Rather than attempt to present some definitive theory of human creativity, site programs should facilitate thought and challenge visitors to develop their own ideas about creativity and speculate about the sources of inspiration.

- Design activities that encourage audiences to be creative—to write or express their feelings in some form—or to think about what society judges creativity.

- Use the small changing exhibit area for an on-going "Poe in the News" display, a place to post news articles, advertisements, etc. that reference Poe.

- Add titles of authors who were influenced by Poe to the books available in the Reading Room.

- Use special events and speakers to explore Poe's continuing influence on literature and popular culture.

- Revise the foreign language tour of the house.

3. Actions to Address Targeted Issues

Neighbor relations

In order to build and sustain a positive relationship with neighbors, park staff will...

- Continue to offer a Junior Ranger program, with its emphasis on the NPS, to Spring Garden, but reduce the number of lessons from six to three.

- Offer the same three lessons to teachers and students at Kearney.
- Distribute some sort of small incentive or invitation to all students who participate in the program that will encourage them to visit the site with their family.

- Continue to offer a "party" or open house for neighborhood residents. Explore new options to make the event more inviting.

- Experiment with some sort of project that will benefit both the site and the neighborhood.

4. Actions to Address Targeted Audiences

<u>Schools</u>

In order to reach out to teachers and students, park staff will...

- Contact schools in the surrounding neighborhoods and discuss possible areas of educational overlap.

- Assess the "Poe in Philadelphia" handbook for teachers and ask for assistance in evaluating teacher handbook materials and for advice in creating a curriculum-based education program (see Appendix 2 for characteristics of curriculum-based education).

<u>Residents in the metropolitan area.</u>

See action items for "Identity, Orientation, & Wayfinding."

<u>Writer's organizations and the cultural community</u>

In order to reach out to writer's organizations and the cultural community, park staff will...

- Offer space on site for small group meetings.

- Explore ways to collaborate with the Poe Studies Association.

<u>Virtual audiences</u>

In order to reach audiences who use the Internet, park staff will...

- Add additional items to the site's website, specifically a chronology of Poe's life and accomplishments, information from the park's brochure, educational materials, and links to theme-related sites.

<u>Friends of Poe</u>

Park staff will...

- Develop and implement a strategy that will create a "friends" or volunteer group of site supporters.

Research Needs

In order to fully accomplish the actions included in this plan, the following research is needed...

- Poe's continuing influence on literature and popular culture.

Staffing & Training Needs

In FY 2001, the site had 5 permanent interpretive staff working the equivalent of 4 FTE. It had 2 temporary staff working .3 FTE.

Personal services (contact station, tours, education programs, etc.) required the largest investment in staff time (3.8 FTE). Non-personal services required .2 FTE and outreach .3 FTE.

In order to support the actions included in Part 2, the park will make the following changes in staffing...

In order to support the actions included in Part 2, the park staff will...

- Visit other Poe and literary sites.

- Submit Albright grants for software training courses such as Photoshop and Pagemaker.

Action Plan

Actions to Address Identity, Orientation, Wayfinding

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Prepare a calendar of events	Staff Friends		X	X	X	X	
"Advertise" via related sites	USM Partners		X	X	X	X	
Organize "Friends" group	USM	X					
Develop literary Phila. Tour	Staff			X			
Create interp. link to hist. dist.	USM						X
Re-contact tourism staff	USM PAO						X
Develop rack card	Staff EN		X				
Sustain ties to neighborhood	Staff	X	X	X	X	X	
Discuss Phila. Open House	USM PAO						X
Talk to libraries/booksellers	Staff		X	X	X	X	X

Actions to Address Themes & Experiences

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Define objectives/request unigrid	USM Staff		X				
Initiate exhibit rehab	USM PMIS	X					
Explore audio in house	*	X					
Discuss creativity AV	*	X					
Design creativity activities	*	X					
Use exh. space for Poe in News	*	X					
Add titles to Reading Room	Staff EN	X	X	X	X	X	
Add special events/speakers	Staff Friends	X	X	X	X	X	
Revise foreign lang materials	Staff EN			X			

*These actions are linked to producing an exhibit plan with funding through HFC.

Actions to Address Issues

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Continue Jr. Ranger at Spring G	Staff EN	X	X	X	X	X	
Introduce Jr. Ranger at Kearney *	Staff EN		X				
Distribute incentives	Staff EN						X
Offer open house city wide	Staff Friends		X	X	X	X	
Develop community project	Staff						X

Actions to Address Audiences

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Contact neighborhood schools	Staff	X	X	X	X	X	
Assess Poe In Philadelphia	USM Grants		X				
Offer space for meetings	USM PAO						X
Collaborate with Poe Studies A	Friends		X				
Enhance website	Staff	X	X	X	X	X	

Actions to Address Research, Staffing, Training

Note: These items are included elsewhere, but repeated here for easy reference.

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Gather info on Poe's influence	USM Grants $		X				
Visit Poe/literary sites	Staff Friends	X	X	X	X	X	
Submit Albright grants	Staff						X

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Matthew Ifill, Park Ranger, Walt Whitman House, New Jersey State Park
Mary Jenkins, Park Supervisor, Independence National Historical Park
Mary Jean Kashmer, Teacher, Edgewater Park Schools
Eric Knight, Park Ranger, Edgar Allan Poe National Historic Site
Andrew McDougall, Park Ranger, Edgar Allan Poe National Historic Site
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